

ABSTRAK

Penelitian ini menggunakan metode *Developmental Research* yang dikembangkan oleh Richey dan Klein dengan metode pengembangan bahan ajar *Four Step Teaching Materials Development* (4STMD), yang terdiri dari tahapan seleksi, strukturisasi, karakterisasi, dan reduksi didaktik. Responden adalah siswa SMP kelas VII sebanyak 90 Orang. Pada tahap seleksi, diawali dengan pengembangan ruang lingkup materi dari tema Sungai berdasarkan tuntutan kurikulum dan pengembangan nilai-nilai atau keterampilan literasi lingkungan yang dikembangkan melalui materi tersebut. Pada tahap strukturisasi dihasilkan peta konsep; struktur makro; dan multipel representasi yang menghubungkan antara level makroskopis, submikroskopis, dan simbolik. Hasil dari dua tahapan ini berupa draft bahan ajar. Pada tahap karakterisasi dilakukan uji keterpahaman untuk mengidentifikasi kesulitan materi pada bahan ajar yang hasilnya menunjukkan 28% teks masih dianggap sulit yang kemudian direduksi tingkat kesulitannya dengan cara penggunaan penjelasan berupa gambar, simbol, dan percobaan. Hasil uji kelayakan yang dilakukan oleh 4 orang guru IPA menunjukkan bahwa bahan ajar ini memenuhi kriteria sangat layak dari aspek isi (85,07%), kriteria layak dari aspek bahasa (82,71%), kriteria layak dari aspek penyajian (83,58%) dan kriteria layak dari aspek kegrafikaan (82,01%). Bahan ajar ini diuji keterpahaman dan hasilnya menunjukkan bahwa menurut pendapat siswa, sebanyak 100% materi pada bahan ajar ini mudah. Kecakapan Literasi Lingkungan Siswa ada pada kriteria baik dengan rata-rata skor 74,6.

Yayan Inayah Shofwati, 2018

**PENGEMBANGAN BAHAN AJAR IPA TERPADU SMP BERORIENTASI LITERASI LINGKUNGAN PADA
TEMA "SUNGAI " DENGAN MENGGUNAKAN FOUR STEPS TEACHING MATERIAL DEVELOPMENT
(4STMD)**

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ABSTRACT

The research was conducted using Developmental Research developed by Richey and Klein using Four Step Teaching Materials Development (4STMD) consists of selection, structureization, characterization, and didactic reduction. Respondent is a student of SMP class VII as much 90 People. In the selection, the development of teaching materials begins with the development of material scope from River theme based on curriculum demands, then the development of the basic concepts sourced from national and international textbooks, and the last is the development of the values or skills of environmental literacy developed through the material. In the structureization, the concept map is a part of the teaching material that provides guidance on the relationship between concepts are produced. Macro structures that provide systematic guidance on the writing of teaching materials; and multiple representations which are the development of teaching materials that connect between the macroscopic, submicroscopic, and symbolic levels. The results of these two stages are draft teaching materials. In the characterization, a comprehension test is conducted to identify the material difficulties in the teaching materials, the results show 28% paragraphs are still considered difficult. The difficult material is then reduced to the degree of difficulty in the didactic reduction by the use of explanations of images, symbols, and experiments. Based on the results of feasibility tests conducted by 4 science teachers showed that this teaching material meets the criteria is very feasible from the aspect of content with an average percentage of 83.52%, the criteria deserve from the aspect of the language (82.24%), the criteria worthy of the presentation aspect with the percentage 82.71% and eligible criteria from aspects of graduation with a percentage of 80.25%. This teaching material is tested for its comprehension and the results show that in the student's opinion, as much as 100% of the material in this resource is easy. The Students literacy skills are on good criteria with an average score of 74.6.

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